

# **Tool Kit: how to promote social economy among young people?**

## **RESULT OF THE PROJECT „SOCIAL BUSINESS FOR INCLUSION”**

**(KA1, Erasmus+)**

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Fundacja Dobry Rozwój 2017

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## Introduction

The Tool Kit *“How to promote social economy among young people?”* is a result of the project *“Social business for inclusion”* conducted by Foundation Good Development (Fundacja Dobry Rozwój) in Toruń, Poland, 29<sup>th</sup> June – 9<sup>th</sup> July 2017.

The project was financed by Erasmus+ and its main goals were as following:

- to provide practical knowledge of issues relating to social economy and the possibilities of using the mechanisms for the fulfillment of social objectives (including assistance to disadvantaged groups);
- to provide practical tools and knowledge, designed to interest young people in social economy and responsible business as one of solutions to various social problems;
- to provide a platform for exchange of experience and knowledge of best practices in the field of non-formal education regarding social economy;
- to develop the skills and knowledge of the participants in the field of non-formal education related to entrepreneurship and economics;
- to discuss and identify new ideas for activities in the field of social economy;
- to discuss and identify innovative tools and ways to promote these issues among young people in informal education;
- to establish a network of organizations and individuals who are interested in further cooperation in spreading knowledge about social economy among young people as a tool to embody the idea of social equality and helping disadvantaged groups;
- to develop ideas for joint projects and activities in this field in the future.

The Tool Kit is a set of tools and methods to use in working with young people to promote the idea of social economy. It will be especially useful for teachers and trainers working with the youth.

There are plenty of ways to promote social economy among young people, we would like to share with you a few we find very useful and attractive. Feel free to use it and adjust to your needs. We will be more than happy to hear your feedback or suggestions (our e-mail is [fundacja.dobry.rozwoj@gmail.com](mailto:fundacja.dobry.rozwoj@gmail.com)).

Fundacja Dobry Rozwój is a non-governmental organization established in 2014 by Ewa Solarz and Katarzyna Chotkowska to promote sustainable development and responsible business. As a Foundation we run, among others, workshops and activities for students and young people related to responsible business, responsible consumption, social economy and social innovation. We cooperate with universities, local libraries and other non-governmental organizations. Members of the Foundation are ideologists, people who want to change the world, working for the Foundation in their free time. The activities carried out by the Foundation's members are oriented first and foremost to the positive and long-lasting effect on society, the environment and economy - the three pillars of sustainable development.

We hope you find the Tool Kit prepared by us interesting and useful.

Ewa Solarz and Anna Skowera

## ACTIVITY 1. Social business and regular business – a comparison

### Aim of the activity

To compare social business with regular business and discuss main similarities and differences of them.

### Time

25-40 minutes

### What to do

1. Print the table and cut it (below, see also the [annex no 1](#)). It should be big enough to be visible later, when students will be sticking pieces of this paper to the wall or board, so it is worth printing each 'cell' on a separate A4 sheet of paper. Prepare glue or something else to attach those pieces to the board. Every group should receive its own copy of cut and mixed characteristics of businesses.

Social Business	Regular Business
<b>Main purpose:</b> creating a social change	<b>Main purpose:</b> making profits
<b>Profits:</b> often come back to society, donated for social causes	<b>Profits:</b> usually given back to stakeholders or investors
<b>Success:</b> balance between sustainable profits and social impact	<b>Success:</b> profitability, achieving financial and business goals
<b>Mindset:</b> very often business is built around some specific values the organization or entrepreneur believes in (i.e. social inclusion)	<b>Mindset:</b> searching for a business opportunity that will generate profits
<b>Marketing:</b> due to limited budget often rely on organic social media, word of mouth etc.	<b>Marketing:</b> usually quite big budget, traditional marketing channels (publications, radio, billboards etc.)

2. Divide students into small groups (3-4 people). Give them the task to assign each statement either to social or regular business (**5-10 minutes**).
3. When every group is ready, divide the board (or a paper hang on the visible place) into 2 parts: Social business and Regular business. Now it is time to discuss every aspect that groups have been working on (**20-30 minutes**).
  - a. Start from the main purpose, ask one group to stick their answers on the appropriate side of the board. Ask if any other group assign answers differently. Then, discuss

what does it mean for students. Do the same with every other aspect (profits, success, mindset, marketing).

- b. When discussing each aspect, it is extremely important to focus what does it mean to students. However, a trainer should sum up each aspect and introduce some important information, if it did not appear in students' discussion (make sure the discussion touches the topic of social inclusion, tolerance and respect for diversity, "imperfections" of others → SE includes people with disabilities, rises others members' of the community awareness of the topic etc.).

- c. To sum up you can use examples below:

- Social business also might generate profits, but it is not the primary reason why it was started. Similarly, traditional business also might create a change in society, however, it is not the main purpose why it was started.
- Success in social business is not only the social cause – balance is important, as profits are necessary to be sustainable and to create a lasting social change.

## ACTIVITY 2. Street survey

### Aim of the activity

To encourage young people to talk with others about social economy

### Time

2-5 hours

### What to do

1. Prepare and print a set of questions for every group – you can use the examples below (see also [annex no 2](#)):
  - a. **Have you ever heard of social business or social economy?**
  - b. **If so, what have you heard? or What do you know about it?**
    - i. **What examples of social business you know?**
    - ii. **Have you ever bought or ordered anything from social enterprise?**
    - iii. **If so, tell us more about it (what was it, how was it, what was your user experience, would you like to repeat it? etc.)**
  - c. **Would you like more people to do social business? Why?**
  - d. **Is this an advantage of business if it is social (responding to certain social need)?**
  - e. **Do you think social business is a good way of social inclusion of disadvantaged groups of the community?**
  - f. **Do you believe it could be an alternative to regular business? (offering the same quality of goods and services?)**
2. Divide students into groups of 3-4 people. Ask them to go out and conduct an informal survey on social economy on at least 10 people (different age, gender etc.)
  - a. Every group should have a set of questions and something to write down notes (their next task would be discussing conclusions).
  - b. Ask them to go in various directions (not to meet the same people).
  - c. Ask them to be back at certain time (depending on location activity takes **1-2 hours**).
  - d. Encourage students to take pictures of them and their interviewees (they must ask every person about permission to do it).

3. When students are back give them some time to prepare conclusions (**15-20 minutes**). Tell them not to summarize meeting with every person separately, but on main, general conclusions. You can ask them to make some statistics, i.e. count how many people were familiar with social economy, how many of them bought or ordered anything from social enterprise etc.
4. Open the discussion. Let every group present their conclusions (**each group max. 5-7 minutes**) and everything they found interesting on it. You can let people discuss the topics before all the presentations are delivered or ask everybody to write down their comments and discuss it after presentations. The discussion usually takes about **20-40 minutes**.
5. As a trainer, you should sum up the discussion and results of the survey, providing information for students, for example:
  - a. Although most of the people are not very familiar with the term “social economy”, they are curious about it and like the idea. Most of them are keen to buy from social enterprises, but they don’t know many examples.

## ACTIVITY 3. Role play

### Aim of the activity

To facilitate positioning oneself in the shoes of people related to social business

### Time

75 – 100 minutes

### What to do

1. There would be 2 role plays during the activity followed by the discussion in groups.
2. Prepare materials – print and cut roles for volunteers (see [annex no 3](#)). Place a table with 3 chairs in front of the rest of the room – make sure it's visible for everybody.
3. Ask who would like to take part in the first part of the role play (*“Social company has a meeting with a potential client”*) – you will need **3 people**.
4. Give volunteers their roles and ask them to read it carefully. They cannot see others' roles. If there is no precise information on something in their roles – they can think it up and improvise (**5 minutes** to prepare). Make sure all the volunteers understand their task and that the “client” remembers he/she should end the meeting after maximum 15 minutes.
5. Meanwhile divide people in groups of 4-5 people. Ask the audience to make some notes if they need to – there will be a discussion right after the play. Read loudly “Company profile” (you could prepare a slide with the description). If there are questions on the company–answer them, but remember you know as much as there is in the information given.
6. Give a sign to start the role play (up to **15 minutes** of a meeting, **5-10 minutes** of a conversation between the boss and the employee after the meeting).
7. Ask people to discuss in groups, you can use questions below: (**10 minutes**)
  - What do you think about the meeting and the conversation later?
  - How such situations could be avoided?
  - Do you think the client would trust that such company could professionally arrange and deliver good catering? How could the company regain trust?
  - Social business on the one hand is a business, but on the other – social – it is a way of social inclusion of people from disadvantaged groups, very often without any business experience; where is the line of tolerance and acceptance of such non-business behavior?
  - How should the entrepreneur have behaved during and after the meeting?
  - Write down at least 5 main conclusions



8. Start a general discussion - let every group share and discuss their conclusions with others (**10-15 minutes**).
9. Ask who would like to take part in the second part of the role play ("*Phone conversation*") – you will need **2 people**.
10. Give volunteers their roles and ask them to read it carefully. They cannot see others' roles. If there is no precise information on something in their roles – they can think it up and improvise (**5 minutes** to prepare). Make sure all the volunteers understand their task. Ask them to use their mobile phones to pretend the real phone conversation. They should sit on chairs back to back (not to see each other).
11. Meanwhile read loudly "Company profile" (you could prepare a slide with the description). If there are questions on the company – answer them, but remember you know as much as there is in the information given.
12. Give a sign to start the role play (up to **15 minutes**).
13. Ask people to discuss in groups, you can use questions below: (**10 minutes**)
  - What do you think about the conversation?
  - Have you personally ever experienced such situation?
  - Do you think the attitude of a manager was ok?
  - If not - what could be done to avoid such attitude to work?
  - How would you behave if you were the manager?
  - Write down at least 5 main conclusions
14. Start a general discussion - let every group share and discuss their conclusions with others (**10-15 minutes**).
15. After second discussion sum up the activity.

## ACTIVITY 4. Making videos about social business

### Aim of the activity

Create a video about social business

### Time

2 – 5 h

### What to do

1. Once students are familiar with the main values of social business they can make something creative what can be shared in social media later. One of the examples of such a task is a musical video – a cover or a new song on a topic of social economy.
2. Ask students to create a video on social business. Here is some inspiration and examples – some of them were created by participant of our Training Course:
  - [If Ed Sheeran's "Shape of You" was about Food Waste](#) by Global Citizen – lyrics are below the clip (there is also an unofficial [version with lyrics](#))
  - [The Social Bite story](#) (it is a social business)
  - [Sustainable Development Goals: Improve Life All Around the Globe](#)
  - Some [songs on social economy](#) created by participants of “Social business for inclusion” Erasmus+ training

There are plenty of similar videos online. Find those that you feel will be the most attractive to your students. You can find those in English (as there are many good examples from the United Kingdom), but maybe you will manage to find also some video in your own language? ☺

3. After watching videos divide students into groups of 4-5 people and ask them to discuss (and write down their conclusions on) the following questions:
  - How in your opinion social business can work for people from disadvantaged groups?
  - Who do you think social business support the most? (employed, unemployed, local community, students etc.?)
  - Try to list at least 5 benefits social business can have for local community.

After **10 minutes** of discussion ask every group to share their conclusions (5 minutes). Sum them up.

4. Now ask students to prepare something creative that can be recorded and shared on social media or presented in front of other people (i.e. on the street). It can be a song (a cover or a new one), a social enterprise story, a drama, a movie etc.
5. When students are ready – ask them to perform, record it and share it on social media (if all the performers agree).

## ACTIVITY 5. Street performance

### Aim of the activity

Sharing the idea of social economy with other people

### Time

1-2 h

### What to do

1. Ask students to go outside – to the place where usually there is a lot of people (i.e. main city square) and perform their creative tasks – preferably in special clothes, with some equipment (if possible – could be something to play music or show lyrics etc.).
2. You can print out lyrics (if it is a song) and give them to the people listening to the performance.
3. Ask other students to record people’s reactions. After the performance students should ask other people about opinion on the show and on the topic of social economy and social inclusion.
4. When you are back in the training room – discuss with the students their feelings and opinions on the activity. Ask them:
  - a. What reactions of people were?
  - b. What did the people think about the topic the performance was about?
  - c. Did they get the point of it?
  - d. Where they more familiar with the topic of social economy after the performance?
  - e. What did they like the most about the performance?
5. Share the video of a street performance on social media.

# Annexes

Activity 1. Social business and regular business – a comparison

**Main purpose:  
creating a social  
change**

**Profits:**  
often come back  
to society,  
donated for social  
causes

**Success:**  
balance between  
sustainable profits  
and social impact

# Mindset:

very often business is built around some specific values the organization or entrepreneur believes in (i.e. social inclusion)



**Marketing:**  
due to limited  
budget often rely  
on organic social  
media, word of  
mouth etc.

**Main purpose:**  
making profits

**Profits:**  
usually given back  
to stakeholders or  
investors

**Success:  
profitability,  
achieving financial  
and business  
goals**

**Mindset:**  
searching for a  
business  
opportunity that  
will generate  
profits

**Marketing:**  
usually quite big  
budget, traditional  
marketing channels  
(publications, radio,  
billboards etc.)

## Activity 2. Street survey

Go outside in a group of 3-4 people.

Ask others a few questions on social economy (use questions below, you can also ask your own questions). Don't show them to your interviewees, they are only for you 😊

- a) Have you ever heard of social business or social economy?**
- b) If so, what have you heard? or What do you know about it?**
  - a. What examples of social business you know?**
  - b. Have you ever bought or ordered anything from social enterprise?**
  - c. If so, tell us more about it (what was it, how was it, what was your user experience, would you like to repeat it? etc.)**
- c) Would you like more people to do social business? Why?**
- d) Is this an advantage of business if it is social (responding to certain social need)?**
- e) Do you think social business is a good way of social inclusion of disadvantaged groups of the community?**
- f) Do you believe it could be an alternative to regular business? (offering the same quality of goods and services?)**

➔ Write down main conclusions, statistics, feelings, general opinions and other things that come to your mind (related to the topic).

## Activity 3. Role play

### 1. Social company has a meeting with potential client

**Company profile:** The business was established a few months ago. It offers a catering made by socially excluded people (former prisoners, former drug addicts and people who have been unemployed for a long time for other reasons) but also an organization and coordination of various events. So far, the social company had only a few small orders. It is desperately looking for new orders, especially from big companies.

Today there will be a meeting of the social company representatives with the client – big pharmaceutical company which is a CSR leader in the country. It prefers to cooperate with suppliers that also have a social background but requires a certain level of quality of service.

In a few weeks' time, the pharmaceutical company is organizing a widely known event and is looking for a business partner.

#### a. Social entrepreneur

You tried hard to gain this client – it is a big pharmaceutical company which organizes a lot of conferences and official meetings. It could be a chance for you to not only to organize one big event with catering – conference for 100 doctors – but also to gain trust of the company and have more orders in future.

It is a first meeting with company representative, you want to show your company from the best view, discuss your offer and – hopefully – sign the contract.

Your employee goes with you to the meeting. He/she was to prepare a few versions of menu for the conference (regular one, gluten free and vegetarian) with prices.

You meet with your employee just before the meeting with client. You see that he/she is dressed in very informal clothes and has greasy hair.

#### GOAL FOR THE MEETING

**Your goal** is to convince the company representative to your offer and sign the contract.

#### AFTER THE MEETING

You speak with your employee about his/her professionalism.

**b. Client**

You work for big pharmaceutical company and have to arrange an event for 100 people: doctors and medical representatives. You asked a few companies to send their offer (scope and price) for 3 variants of menu (regular, gluten free and vegetarian) and organizing the event. You set up a meeting with a company with social purpose because your company, as a responsibility leader in business, prefers to work with such companies. Nevertheless, the most important factor for choosing the company is professionalism and price.

You meet with social company representatives: a boss and his/her employee who is in informal clothes, has greasy hair and looks like lost in space.

You ask them to show their offer and prices. You can spend only 15 minutes for the meeting because later you go for a meeting with CEO of your company.

**YOUR GOAL**

Decide whether you want to cooperate with the company. Feel free to ask for more details if you think you need them.

You have only 15 minutes for the meeting, so if it prolongs – just end it.

**c. Employee**

You've been an employee of the social company for a few months. It's your first job after 10 years on unemployment because of your personal problems with various addictions. You do your best and try hard to keep up unless you lack experience. Usually you get a lot of support from your boss. He/she tries to give you more and more responsibilities so that you can develop and gain experience. He/she even asked you to come with him/her to the meeting with a potential client.

You were to prepare to the meeting and print something but you couldn't remember what was that. Before the meeting you were busy so much that you didn't have time to prepare your outfit – hair, clothes etc. But all in all – it is not the most important thing!

Unfortunately, you also forgot the exact time and date of the meeting, but fortunately recalled it at the very last time and managed to be on time at the meeting. You're really proud that you managed and can assist your boss.

**YOUR GOAL FOR THE MEETING**

Go to the meeting with your boss and get as many details as possible of what the client needs.

**AFTER THE MEETING**

Discuss the meeting with your boss.



## DISCUSSION IN GROUPS

- What do you think about the meeting and the conversation later?
- How such situations could be avoided?
- Do you think the client would trust that such company could professionally arrange and deliver good catering? How could the company regain trust?
- Social business on the one hand is a business, but on the other – social – it is a way of social inclusion of people from disadvantaged groups, very often without any business experience; where is the line of tolerance and acceptance of such non-business behavior?
- How should the entrepreneur have behaved during and after the meeting?
- Write down at least 5 main conclusions

## 2. PHONE CONVERSATION

**Company profile:** The company makes and sells ginger breads (traditional Polish cakes and cookies – typical for Toruń ☺ ) decorated by people with disabilities. It's a social cooperative that doesn't have a lot of clients because just a few people know about it. The quality of products is very high and the price is low (in comparison to similar products on the market).

The company has a website made by volunteer – son of a friend of a cooperative, and a facebook profile that gained 300 likes. The company posts on facebook frequently – twice a month (once a month day by day, in example: on 15<sup>th</sup> and 16<sup>th</sup> day of the month). Employees are people with disabilities plus one manager, they all work from 8.00am till 4.00pm.

A phone in the company rings, the manager picks it up and has a conversation.

### a. Manager

It's 3.50pm and you've already closed your computer and want to go home. You planned to have a day off tomorrow. You're not in a mood to do any other work today, so you postponed everything until the day after tomorrow.

Phone rings, after a while of hesitation you pick it up. You hope nobody would like anything from you. And you are not in the mood to be polite and kind.

#### YOUR GOAL

Answer the phone, try to cut the conversation. Remember about your plans for tomorrow – you wanted to have some rest and to take a day off. Next possible time to do anything is the day after tomorrow. If anybody wants information about your offer – it is somewhere on facebook or your website.

### b. Potential corporate client

It's 3.50 pm, so the social company is still open. You want to order 300 ginger breads as a present to your clients, so it's very big order. You can buy them wherever you want, but you decided to support social company.

You couldn't find any up-to-date information neither on facebook, neither on a website of a company – last information was from 2015, so you don't know if it is still valid.

You want to discuss price and date of production, because you need them for the next week.

#### YOUR GOAL

Discuss the price and date of production of ginger breads. Ask for their size and ingredients – what flour do they use? Are eggs free-range or eco? How do they pack them – is it possible to use biodegradable plastic? You also want the decoration – name of your company in 3 colors – ask for the price of it.

Decide whether you want to order ginger breads from this company or you'll look for them somewhere else – there are plenty of regular companies making them.

#### DISCUSSION IN GROUPS

- What do you think about the conversation?
- Have you personally ever experienced such situation?
- Do you think the attitude of a manager was ok?
- If not - what could be done to avoid such attitude to work?
- How would you behave if you were the manager?
- Write down at least 5 main conclusions